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ABSTRACT

The Collaboration for the Improvement of Teacher Education (CITE) Project, now beginning its third year, consists of a blocked semester of three courses--curriculum and methods, social aspects of teaching, and measurement and evaluation--and the related field experience activities occurring at the pre-student teaching level. Approximately 120 university students are involved. The innovation configuration for the overall CITE Project involves these components: (1) university-school districts collaboration in teacher education; (2) the appropriate use of research in teacher education courses; (3) the appropriate use of field experience within campus teacher education courses; and (4) the conceptual integration of pedagogical content across teacher education courses and between campus courses and field experience. This overview of the project presents detailed information on the development of CITE, project data collection plans, and evaluation design. Participant data collection instruments included in the report are: (1) student informed consent and information sheet: (2) student conceptual levels; (3) structured interviews; (4) written questionnaires; (5) student "think aloud" journals; and (6) student "think aloud" interviews. (JD)

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USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION
OERI Contract Number 400-85-1052

ED289824

Collaboration for the Improvement of Teacher Education (CITE) Project
a cooperative effort of Eastern Michigan University
with the Ann Arbor, Lincoln, Willow Run, &
Ypsilanti School Districts

CITE PROJECT DATA COLLECTION PLAN & INSTRUMENTS
1987 - 88/Year 3

designed & developed by
Joanne M. Simmons, Project Evaluator
Georgea Mohlman Sparks, Project Director
Karen Tripp-Opple, Project Evaluation Assistant
and members of the CITE Project Evaluation Committee

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b. Course content concept maps
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2. PROJECT MANAGEMENT RECORDS:
a. Minutes and notes from meetings
b. Correspondence

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BRIEF DESCRIPTIVE OVERVIEW OF THE

COLLABORATION FOR THE IMPROVEMENT OF TEACHER EDUCATION (CITE) PROJECT

The Collaboration for the Improvement of Teacher Education (CITE) Project is one of 29 federally-funded projects focusing on the category of Using Research Knowledge to Improve Teacher Education. These projects have been funded from 1985 - 88 by the U. S. Office of Educational Research & Improvement. The CITE Project is a cooperative effort of Eastern Michigan University with the Ann Arbor, Lincoln, Willow Run, and Ypsilanti School Districts.

The CITE Project innovation consists of a blocked semester of three courses---CUR 304/5 Curriculum & Methods, SFD 328 Social Aspects of Teaching, & EDP 340 Measurement & Evaluation---and the related field experience activities occurring at the pre-student teaching level. During year 3 (1987 - 88), there are approximately 120 university students involved.

The innovation configuration for the overall three year CITE Project involves these components:

(1) university - school districts in TE program collaboration;
(2) the appropriate use of research in TE courses and field experiences;
(3) the appropriate use of field experience within campus TE courses, and
(4) the conceptual integration of pedagogical content across TE courses and between campus courses and field experience.

As a totality, the CITE Project innovation components seek to emphasize teacher education program collaboration and professional pedagogical thinking by campus faculty, classroom teacher educators, and prospective teachers (university students). Such pedagogical thinking has been operationalized as the conscious use of pedagogical knowledge to make and to analyze instructional decisions in a manner which recognizes pertinent contextual factors. Programmatically, this has been linked to the use of research in campus courses and field experience activities as a source of conceptual tools, not rules, for teacher decision-making and to greater integration of the pedagogical concepts addressed across courses and in the campus and field components of the program.

CITE PROJECT EVALUATION DESIGN & PLANS FOR YEAR 3 (1987 - 1988)

Program Evidence & Analysis for Year 2 (1986 - 1987)

Year 2 has emphasized pilot-testing the CITE Project innovation during the fall 1986 and winter 1987 semesters and gathering formative evaluation data about participants' perspectives on the innovation. This has resulted in program changes, operational consolidation, and widespread participant satisfaction compared to the previous EMU program and the concurrent non-CITE program. At the same time, certain predictable innovation misconceptions exist among participants and related implementation challenges have been noted, and this now sets the stage for program planning and operation for Year 3 in which summative evaluation data will be gathered.

These results of Year 2 have been synthesized by the Project Evaluation Staff through review of CITE participants' responses in structured interviews, questionnaires, and think aloud journal entries, and through analysis of planning meeting discussion records, CITE course syllabi, and field experience assignments. The Year 2 pilot-test versions of these instruments and the Year 2 Formative Evaluation Report can each be obtained from the CITE Project Staff at Eastern Michigan University, 234 Boone Hall, Ypsilanti, Michigan 48197; telephone 313 - 487 - 3260. The design for the use of these instruments during Year 2 is summarized in Table 1 below.

In addition, approximately 40 hours of program evalution and re-design meetings have occurred involving the Project Director, staff, and the External Program Evaluator since January 1987 [note: Simmons joined the CITE Project staff as External Evaluator at that time]. As a result, the CITE Project innovation configuration has been further clarified and refined in light of the outcomes noted in Year 2. The project innovation configuration and a status assessment of these outcomes as of the end of Year 2 are summarized in Table 2. An analytical discussion of the major Year 2 findings has been presented in the 7/17/87 CITE Project Progress Report sent to OERI in Washington.

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TABLE 2: CITE PROJECT PROCESS & OUTCOME INNOVATION CONFIGURATION AND END OF YEAR 2 STATUS ASSESSMENT

	Y #1	Y #2	Y #3
Process Components of Innovation Implementation: i.e. what has been done? [KEY: I = initiate; P = pilot-test; D = deepen]			
A. University-school TE program collaboration	I-P	P	D
B. Appropriate use of research in TE courses & in field experience	I	I-P	P-D
C. Appropriate use of field experience in TE	I	P	D
D. Conceptual integration of content across TE courses	na	I	P
Intended Outcomes of Innovation Implementation: i.e. how well has it been accomplished? [KEY: 1 = weakly 3 = moderately 5 = strongly]			
E. Professional pedagogical thinking among:			
(1) students	na	1-2	?
(2) campus professors	1	2	?
(3) classroom teacher educators	1	2-3	?
F. Self-perceived role re-definition for:			
(1) campus professors	2	3	?
(2) classroom teacher educators	3	2-3	?
G. Institutionalization of innovation---i.e.			
(1) collaboration	2	3	?
(2) use of research in TE program	1	1	?
(3) use of field exper. in TE program	na	3	?
(4) curr. & ped. integration of TE course concepts	na	1	?

Process Evaluation Documentation of Activities Planned for Year 3

The CITE project innovation configuration provides a useful framework for designing the process evaluation of activities planned for Year 3. Tables 3 & 4 summarize the relationship between specific process components of the innovation configuration, their corresponding quality indicators, and the data sources and instruments to be used. The Year 3 data collection instruments can be found herein, and they reflect modifications made to the original Year 2 instruments as a result of the pilot-testing during the Winter 1987 semester.

The innovation configuration shown in Table 4 highlights quality indicators of the four major process components of the CITE project: (A) collaboration, (B & C) the use of analytical and reflective use of research and field experience in a TE program, and (D) the conceptual integration of TE core course content and related field experiences. The data sources include campus professors, classroom teacher educators (CTEs), project liasons, students, project staff, TE course curricular documents and instructional strategies, and project meeting records. The data collection instruments include questionnaires; structured interviews; think aloud learning journals; and analysis of audiotapes, written project records, and curricular documents from campus courses.

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TABLE 3: YEAR 3 ACTIVITIES PROCESS EVALUATION DATA COLLECTION PLAN

data collection instruments	project participant sources: students	CTEs	prof.	liaisons	proj.admin.
questionnaires	x	x	x	x	
structured interviews	x	x	x	x	x
think aloud journals	x				
campus course curricular documents			x		
course audiotapes	x		x		
project mtg. records		x	x	x	x

Table 4 CITE Project Innovation Configuration & Process Evaluation

Program Components & Quality Indicators	Data Sources	Instruments
1 University - School Collaboration		
A Participants never interacting 1 2 3 4 5 frequent interaction among participants	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview 5. Same
B No institution support 1 2 3 4 5 high level of institutional support	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview 5. Same
C No program leadership 1 2 3 4 5 effective program leadership	1. Liaisons 2. CTEs 3. Professors	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire
D No shared TE program purpose 1 2 3 4 5 shared TE program purpose	1. Liaisons 2. CTEs 3. Professors 4. Project Staff	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview
E No trust among participants 1 2 3 4 5 high level of trust among participants	1. Liaisons 2. CTEs 3. Professors 4. Project Staff	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview
F No mutually defined program design tasks 1 2 3 4 5 specific mutually defined program design tasks	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview 5. Same
G No mutually defined program implementation tasks 1 2 3 4 5 specific mutually defined program implementation tasks	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview 5. Same
H Traditional role definitions for participants 1 2 3 4 5 participant role redefinitions	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & ques. 4. Interview 5. Same
I No shared program decision-making 1 2 3 4 5 shared program decision-making	1. Liaisons 2. CTEs 3. Professors 4. Project Staff 5. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Interview 5. Same
J Program benefits perceived as not shared 1 2 3 4 5 program benefits perceived as shared	1. Liaisons 2. CTEs 3. Professors 4. Students 5. Project Staff 6. Meeting records	1. Interview & questionnaire 2. questionnaire 3. Interview & questionnaire 4. Questions 5. Interview 6. Same

2 Use of Research in TE Program

A	No use of research by professor in campus course	1 2 3 4 5	frequent use of research by professor in campus course	1 Professors 2 Course syllabus & Conceptual map 3 Course readings 4 Course assignments 5 Course delivery 6 Students	1 Interview 2 Same 3 Same 4 Same 5 Audiotape 6 Think aloud journal & interview
B	Recall & comprehension levels use of research	1 2 3 4 5	analysis, synthesis, & evaluative levels use of research	1 Professors 2 Course assignments 3 Course delivery 4 Students	1 Interview 2 Same 3 Audiotape 4 Think aloud journal & interview
C	No use of research by CTE in field experience conferences	1 2 3 4 5	frequent use of research by CTE in field experience conferences	1. CTEs 2. Students	1. Questionnaire 2. Think aloud journal & interview
D	Recall & Comprehension levels use of research	1 2 3 4 5	Analysis, synthesis, & evaluative levels use of research	1. CTEs 2. Students	1. Questionnaire 2. Think aloud journal & interview

3 Use of Field Experience in TE Program

A	FE as passive observation [NB 3 = FE as apprenticeships]	1 2 3 4 5	FE as inquiry oriented	1 Professor 2 Course assignments 3 Course delivery 4 Students	1 Interview 2 Same 3 Audiotape 4 Questionnaire
B	FE has no relationship to key course concepts	1 2 3 4 5	FE has explicit relationship to key course concepts	1. Professor 2. Course conceptual map 3. Course assignments 4 Course delivery 5. CTEs 6. Students	1 Interview 2 Same 3 Same 4 Audiotape 5 Questionnaire 6 Questionnaire, Think aloud journal & interviews

4. Conceptual Integration Across TE Program

A	No conceptual integration across campus courses	1 2 3 4 5	high level of conceptual integration across campus courses	1. Professor 2. Course conceptual map 3 Course assignment 4 Course delivery 5. Students	1. Interview & Questionnaire 2. Same 3 Same 4 Audiotape 5 Questionnaire, think aloud journals, & interviews
B	No conceptual integration between campus courses & FE	1 2 3 4 5	high level of conceptual integration between campus courses & FE	1 Professors 2. Course conceptual map 3 Course assignment 4 Course delivery 5. CTEs 6 Students	1 Interview & Questionnaire 2 Same 3 Same 4 Audiotape 5 Questionnaire 6 Questionnaire, think aloud journals, & interviews

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insert Table 4 here

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Thus, the CITE project evaluation plan of the implementation process appropriately involves both qualitative and quantitative approaches to program research.

Qualitative data analysis will be done on the evidence gathered through the structured interviews, the open response items on the questionnaires, the students' think aloud learning journal entries, the conceptual maps of TE course content, the campus class audiotapes and written curricular materials, and the project meeting records.

Quantitative data analysis will be done on the Likert scale and proportional weighting item responses on questionniares and on GPA and conceptual level scores for students. The later will be used as blocking variables to explore possible differential treatment outcomes for participants with different characteristics.

OUTCOME EVALUATION OF THE CITE PROJECT DURING YEARS 1, 2, & 3

The CITE project innovation configuration presented earlier in Table 2 provides a useful framework for designing the outcome evaluation of the entire CITE project as it has been implemented across the three years of project funding. There are three major intended outcomes to assess: (E) the pedagogical thinking of students, campus professors, and CTEs, (F) self-perceived role re-definitions of campus professors and CTEs, and (G) the institutionalization of the innovation. Table 5 shows the relationship among the data collection sources and instruments and each intended project outcome. Explanation of the plans for analysis related to each question and instrument follow.

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insert Table 5 here

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In the CITE Project, both the professors' and CTEs' pedagogical thinking are primarily regarded as components of the treatment or process, whereas students' pedagogical thinking is clearly the intended outcome of the project treatment. It is clear, however, that an important, long-range goal of the project must be to also gradually influence professors' and CTEs' thinking toward the project's emphasis on using pedagogical concepts in thoughtful instructional decision-making and reflection rather than as a source of rule-bound prescriptions regarding effective teaching practice.

Students' pedagogical thinking will be explored in several ways in Year 3. Three major categories of questions will be investigated: (a) how do students remember and use core course concepts when planning, implementing, and evaluating their lessons during the teaching week?; (b) how do students remember and use core course concepts when analyzing a persistent instructional problem and a successful incident which they noted during their time in the field site?; and (c) what is the relationship between students' conceptual knowledge-in-use (i.e. cognitive absorption) as defined in question 2 above and the professors' cognitive maps of the content of the 3 core courses?

Data for the first question will come from the students'think aloud journal entries completed during the teaching week. A short, structured, critical incident interview during the final week of the semester will be used to obtain data for the second question, and both the journal and interview data will be used to answer the third question. These measures will occur on a post-treatment only basis. Appropriate pedagogical concepts will be tallied in terms of their frequency of reported use by students. The percent of match between the concepts cited by the students and the course conceptual map

TABLE 5: RELATIONSHIPS AMONG DATA COLLECTION INSTRUMENTS, SOURCES, & INTENDED CITE PROJECT OUTCOMES

	INTENDED OUTCOMES OF INNOVATION (cf. Table 2)									
DATA COLLECTION SOURCES & INSTRUMENTS	PEDAGOGICAL THINKING			ROLE RE-DEF.		INSTITUTIONALIZATION OF INNOVATION				
	st.	pr.	ct.	pr.	ct.	colla-boration	use of research	use of field	concept. integrat.	
QUESTIONNAIRES										
- students	x								x	
- CTEs			x		x	x	x	x	x	
- professors				x		x	x	x	x	
- liaisons				x		x	x	x	x	
STRUCT. INTERVIEWS										
- students	x						x	x	x	
- CTEs			x		x	x	x	x	x	
- professors		x		x		x	x	x	x	
- liaisons		x		x		x	x	x	x	
- proj. admin.						x	x	x	x	
STUDENT THINK ALOUD JOURNALS							x		x	
COURSE WRITTEN DOCUMENTS		x					x	x	x	
CLASS SESSION AUDIO-TAPES	x	x					x	x	x	
PROJECT MTG. WRITTEN RECORDS				x	x	x	x	x	x	

created by the professors will be calculated. Likert-scale ratings will also be made of how prescriptive (lower rating) or contextual (higher rating) the students' reported conceptual knowledge-in-use appears to be in relation to the noted incident.

Thus, the main dependent variable data for the first question will come from counting the number of appropriate pedagogical concepts which students demonstrate using in their think-aloud journal entries as influencing one of their teaching decisions. The main dependent variable data for the second question will be a Likert scale rating of how prescriptive versus conditional their discussion is of pedagogical concepts which they apply to the self-selected, field experience critical incidents. A score will be derived for each student on the third question in terms of the percent of match between the concepts cited in the think aloud journal entries and critical incident interview and the professors' original conceptual maps for each of the 3 courses.

We are focussing on students' conceptual knowledge-in-use as a measure of their "absorption" of the pedagogical content of the campus courses and field experience curriculum. In each case, we are asking for the identification and analysis of concepts in a field experience situation which is appropriate to the student's particular content area and grade level and which has both immediacy and his/her personal involvement. For these reasons, we are not using so-called generic, written or videotaped, critical incident protocols for students to analyze as a measure of their conceptual learning from the CITE project experience.

Professors' pedagogical thinking will be operationally defined as the concepts professors include in their course conceptual map for the CITE project course they teach and how prescriptively versus conditionally these concepts are used in relation to instructional decision-making examples found in campus class sessions and assignments. These data will be measured through content analysis of: (a) course written documents (e.g. syllabus, concept map, field experience assignments) and (b) audiotapes of two course instructional sequences in which a field experience assignment is previewed and later de-briefed with students. The map of specific concepts for each professor's course will be used as a template for analyzing the students' pedagogical thinking as was explained earlier.

The professor will select the particular days on which class sessions will be audiotaped in relation to the field experiences he or she feels are particularly rich for the specific course concepts. These methods are intended to sample the so-called "best moments" of the campus component of the project treatment in which important course concepts are featured and where the campus - field experience relationships are emphasized. The professor - student classroom interaction captured in the audiotapes will be rated on a Likert-scale basis according to the prescriptive versus conditional nature of how pedagogical concepts are used in relation to specific examples discussed during the class sessions.

CTEs' pedagogical thinking will be operationally defined as course concepts which are discussed with the EMU student and the conditional versus prescriptive manner in which these concepts are discussed. This will be measured in two ways: (a) structured interviews with a sample of CTEs, and (b) the questionnaire for CTEs and students. The sample of CTEs interviewed will be those from the Year 1 planning year still with the project (n = 15), and those who have received peer coaching and effective teaching research inservice training through their own district (n = 10). These two groups represent those CTEs with maximum CITE project knowledge related to content and to peer coaching instructional processes.

The structured interviews with these CTEs will allow for interviewer probing concerning specific classroom incidents and field experience assignments. The questions will focus on how CITE campus course concepts were brought into these discussions and the nature of the conferences with CITE students (e.g. length, depth, topics, etc.). The questionnaires ask all CITE students and CTEs to recall the topics discussed and the amount of time devoted to such conferences. The same type of concept frequencies and Likert scale ratings used with the professors and students will be used for the CTEs.

In addition, several possibly moderating variables will be used to explore inter-correlations and relative weights between independent, moderating, and dependent variables related to students' pedagogical thinking outcomes. Student' GPA and conceptual level (Hunt) will be used as moderating variables to explore differential treatment effects for students with high/middle/low scores on these variables. In addition to simple correlations, stepwise multiple regression can be used to examine the relative influence of these variables on the student pedagogical thinking variables described above. Other independent variables used in such analyses could include measures of professors' pedagogical thinking, CTEs' pedagogical thinking, and amount of coaching/conferencing time with the CTE, among others.

The self-perceived role re-definitions of professors and CTEs will be explored through both interviews and questionnaires. Content analysis of themes occurring in the interviews and open-ended questions will yield a measure of participant role re-definition with specific examples. The types of shifts occurring in participant views of teacher education program tasks perceived as appropriate to their role group and their resulting levels of involvement in these tasks will emerge as the data are analyzed. Simple rating scale answers on the questionnaires regarding the degree of involvement and satisfaction with the process of teacher preparation will also provide valuable insights. The CITE project meeting records, liaison reports, and administrator interviews should also yield helpful qualitative, descriptive information regarding the process and problems of creating new roles for school district and university collaboration in improving teacher preparation.

For investigating the institutionalization of the CITE project, all of the process components become outcome components to be assessed. The innovation configuration shown earlier in Table 2 highlights the four major process components of the CITE project: (A) collaboration, (B & C) the analytical and reflective use of research and field experience, and (D) the conceptual integration of TE core course content and field experience assignments.

Table 4 explicates the specific components of the innovation configuration, their corresponding quality indicators, and the data sources and instruments to be used. To analyze the institutionalization of these process components as outcomes, we would emphasize their on-going existence or presence as well as their quality or sophistication on a low - high range continuum. These qualitative judgments can be expressed as points along a Likert-scale continuum such as Table 4 suggests.

All the data collected will lend itself to identifying institutionalization issues yet to be recognized. These key issues will be pursued if funding is available during Year 4 and thereafter. The Project Director has released time during Winter 1988 semester to write grant proposals related to these efforts. A set of papers by the Director, Project Evaluator, and others exploring several of these facets (e.g. staffing and scheduling issues, the problem of assessing levels of use of research in TE, the development of a conceptual and reflective model for TE instruction and supervision, etc.) is also underway.

Of course, the most pertinent data regarding institutionalization will become available as OERI funds cease, and the university and districts face the question of sharing the costs of supporting the CITE innovation. We hope to get outside funding to document the process and to explore the long-term effects of CITE on EMU students as they enter student teaching and first-year employment as teachers.

CROSS-PROJECT ANALYSIS OF THE OERI PROJECTS. In response to the project evaluation data collection procedures suggested by the staff at THE NETWORK for OERI cross-project analysis, the CITE project staff proposes the following matching scheme designed to reflect and more reliably measure the particular foci and components of this project. In addition, our evaluation design provides for the triangulation of data from various sources and perspectives in order to better understand the implementation processes.

MEASUREMENT SUGGESTIONS FROM THE NETWORK	PARALLEL CITE PROJECT MEASURES TO BE USED
1&2.knowledge base & transmis.	A. content analysis of TE course syllabi and conceptual maps in relation to FE assignments B. conceptual levels analysis of 2 audiotapes per course in which FE assignments are first introduced and then processed by professor & students C. content analysis of professor interviews D. content analysis of CTE questionnaire responses E. content analysis of student think aloud journal entries completed for each lesson taught during teaching unit week F. content analysis of student interviews G. content analysis of student questionnaire
3. performance competence	3. N/A to the CITE project
4. reflection	4A. course audiotapes (see above) 4B. student journals (see above) 4C. student interviews (see above)
5. student learning outcomes	5A. student learning journals (see above) 5B. student interviews (see above)
6. student learning exper.	6. N/A to the CITE project
7/8/9. instr. processes	A. course audiotapes (see above) B. student journals (see above) C. student interviews (see above) D. N/A to coaching conferences except in a general sense reflected in questionnaires

SUMMARY. As noted before, the Year 3 data collection instruments can be found in this report. They reflect modifications made to the original Year 2 instruments as a result of the pilot-testing during the Winter 1987 semester.

The CITE project evaluation design focuses on the questions implied in the Table 2 innovation configuration. There are four general themes being explored in the evaluation study: (A) university - school TE program collaboration, (B & C) the appropriate use of research and field experience in TE courses, and (D) the conceptual integration of content across the TE campus and field experience components. In addition, further knowledge is sought about the development of pedagogical thinking, role re-definition, and institutionalization issues.

The evaluation design data sources as a whole involve campus professors, CTEs, project liasons, students, project staff, TE course curricular documents and class sessions, and project meeting records. The data collection instruments include questionnaires, structured interviews, think aloud learning journals, and analysis of audiotapes, written project records, and curricular documents from campus courses. These relationships have been already summarized in Table 5.

Student Informed Consent & Information Sheet

Directions for administering:
- -one copy to be used by each student for responding
- -students must be clearly told that their participation in CITE data collection is voluntary, that they have the right to not complete CITE data collection measures without any penalty, and that their data will always be reported within group summaries or as an anonymous case study
- -to be completed during field experience orientation session conducted by the Project Coordinator early each semester
- -approximately 5 minute time period needed to administer

CITE PROJECT STUDENT INFORMATION CARD

NAME:_____ STUDENT NUMBER:_____
last first m.i.
THIS YEAR: 19_____ THIS TERM (check one): Fall Winter Spring

YOUR PERMANENT ADDRESS AND PHONE NUMBER (e.g. parent?):
Street & apt. # _____
City_____ State _____ Zip _____
Telephone # (___)_____

YOUR CURRENT ADDRESS AND PHONE NUMBER:
Street & apt. # _____
City_____ State _____ Zip _____
Telephone # (___)_____

YOUR YEAR IN COLLEGE (check one):
sophomore _____ junior _____ senior _____

other (please explain) _____
_____
If you already have a bachelors degree, what is it in?_____

WHAT IS YOUR MAJOR FIELD?_____ YOUR MINOR? _____

CHECK ALL THE TEACHER PREPARATION COURSES YOU HAVE ALREADY COMPLETED:
_____ SGN 300 Exceptional Children (1)
_____ CUR 314 Teaching Reading (6)
_____ EDP 322 Human Development (4)
_____ EDM 345 Media (1)
_____ CUR 311 Teaching Reading (3)

CHECK ALL THE CITE PROJECT COURSES YOU ARE TAKING THIS SEMESTER:

_____ CUR 304 (Starko)	_____ SFD 328 (Michael)	_____ EDP 340 (Dedrick)
_____ CUR 305 (Gardner)	_____ SFD 328 (Samonte)	_____ EDP 340 (Jernigan)
_____ CUR 305 (Sparks)		_____ EDP 340 (Williams)

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CITE PROJECT STUDENT INFORMATION CARD---page 2

NAME:_____ STUDENT NUMBER:_____
last first m.i.
THIS YEAR: 19_____ THIS TERM (check one): Fall Winter Spring

STUDENT INFORMED CONSENT

The federally-funded CITE Project is a three-year attempt to improve and investigate teacher education at Eastern Michigan University and in the Ann Arbor, Lincoln, Willow Run, and Ypsilanti School Districts. The project focuses on: (1) strengthening the campus - field and cross course integration of the teacher education program, (2) developing collaboration between the university and classroom-based teacher educators, and (3) increasing the use of research on effective teaching/learning in the campus courses and field experience actitivies in which EMU students participate.

As such, we are interested in program evaluation data gathered from all of the CITE Project participants---EMU students, professors, classroom teacher educators, and CITE Project administrators---in order to learn more about how to improve this and other teacher education programs for the future.

Consistent with University policy, we ask that you sign this consent form to signify that we have informed you of the purposes of these CITE Project data collection activities and of the voluntary conditions of your participation.

During the semester in which you take CITE Project courses, you will be asked to complete a 20 minute conceptual levels instrument at field experience orientation, a 20 minute written questionnaire about your experiences and satisfaction at the end of the semester, and to participate in a 10 minute "think aloud" interview during the last week of classes. In addition, the Project Evaluation Staff will review the mini-unit lessons "think aloud" journal entries which you do as part of your course assignments for your CUR 304/305 course. We are also interested in obtaining permission for the CITE Project to access your university records to determine your overall GPA, etc.

THANK YOU----CITE Project Evaluation Staff

I understand why I am being asked to participate in program evaluation activities sponsored by the Eastern Michigan Department of Teacher Education. My signature indicates that I have consented to voluntarily participate under the conditions outlined above.

signature _____
date _____

Student Conceptual Levels (Hunt)

Directions for administering:
- -overhead transparency of information below and 3 sheets/6 sides of plain paper to be used by each student for responding
- -to be completed during field experience orientation session conducted by the Project Coordinator early each semester
- -approximately 20 minute time period needed to administer

PARAGRAPH COMPLETION METHOD

Name_____ Student #_____ Date_____

Directions: On the following pages, you will be asked to give your ideas about several topics. Try to write at least three sentences on each topic.

There are no right or wrong answers, so give your own ideas and opinions about each topic. Indicate the way you really feel about each topic, not the way others feel or the way you think you should feel.

You will have about 3 minutes for each topic.

1. WHAT I THINK ABOUT RULES...

2. WHEN I AM CRITICIZED...

3. WHAT I THINK ABOUT PARENTS...

4. WHEN SOMEONE DOES NOT AGREE WITH ME...

5. WHEN I AM NOT SURE...

6. WHEN I AM TOLD WHAT TO DO...

Structured Interview Questions for Campus Professors/Liaisons

Directions for administering:

- -individual interviews to be conducted by project evaluator
- -complete (100%) sample to be used
- -interviews to be audiotaped
- -interviews to be conducted near the end of each semester
- -use probing questions & ask for specifics as appropriate
- -approximately 30 - 45 minutes needed to administer
- -skip quickly over questions (indicated as *) for which answers have not changed since previous interview with people already involved in the CITE Project during years 1 & 2

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1. Understanding of the CITE Project Innovation
   - *a. How would you explain to a friend at another university what the CITE project is all about? What are its essential features?
   - *b. What should a CITE student be like or have developed that a non-CITE student at EMU wouldn't? [expected student outcomes]
   - c. If you were involved in years 1 or 2, how would you say that the CITE Project has changed from then to this year?
   - d. How have (if at all) your own actions or beliefs about your work as a teacher educator been influenced by your participation in the CITE Project?

2. Perceptions & Experiences with Campus-Field TE Program Collaboration:
   - *a. What can the campus part of the TE program do best? what can the field part of the TE program do best?
   - *b. What problems can occur in campus-field TE program collaboration?
   - c. What have been the actual benefits for the university and the EMU professors due to this CITE Project collaboration? What have been the actual costs and difficulties occurring for them?
   - d. What have been the actual benefits for the school districts and the Classroom Teacher Educators and other people there due to this CITE Project collaboration? What have been the actual costs and difficulties occurring for them?
   - e. What suggestions do you have for strengthening campus-field TE program collaboration in the future?

3. Perceptions & Experiences with the Use of Research in Own TE Course Curriculum & Pedagogy:
   - a. In what specific ways can research be useful in teacher education programs?
   - b. What can be problematic about using research in teacher education programs?
   - c. What has been the type and extent of your own participation in any educational research efforts [other than CITE]?

3. Perceptions & Experiences with the Use of Research in Own TE Course Curriculum & Pedagogy----continued:
   d. What professional journals do you read at least semi-regularly?
   *e. Over the years that you have been a teacher educator, what other people and ideas have strongly influenced what and how you teach your [fill the CITE name] course? Explain abit about how they influenced you.
   f. Explain for me how you planned/revised your [fill the CITE name] course in light of the CITE Project emphasis on the use of research?
   g. How do you feel about making these changes to your course? As the semester draws to a close now, how did these changes work out? How effective were they?
   h. What "second thoughts" do you have for further revising the research emphasis in your CITE Project course the next time you teach it?

4. Perceptions & Experiences with the Use of Field Experience in own TE Course Curriculum & Pedagogy:
   *a. What previous experience have you had in teaching a course with a field experience component?
   b. How did the field experience component influence the way in which you taught your course in terms of ...
      (1) course content?
      (2) course pedagogy?
   c. How do you feel about making these changes to your course? As the semester draws to a close now, how did these changes work out? How effective were they?
   d. What "second thoughts" do you have for further revising the field experience emphasis in your CITE Project course the next time you teach it?
   e. Based on what your CITE students said and did in your campus course, in what areas or ways did they seem to have especially benefitted from their field experience?
   f. Based on what your CITE students said and did in your campus course, in what areas or ways did they seem to have been negatively influenced by their field experience?
   g. What further suggestions would you make for improving the field experience component of the CITE Project for next semester?

5. Conceptual Integration Across TE Program
   a. What activities did you participate in this semester regarding collaborative faculty planning across multiple sections of the same CITE Project course and among the three CITE project courses?
   b. What did you notice in class discussion and/or student assignments completed for your course that indicated that CITE students were able to link what they were learning in your class with their other two CITE courses?
   c. What did you do in class presentations and/or assignments to help students see and understand the inner-connections among the three CITE Project classes they were taking?
   d. What did you notice in class discussion and/or student assignments completed for your course that indicated that CITE students were able to link what they were learning in your class with their CITE field experience?
   e. What did you do in your class presentations and/or assignments to help students see and understand the inner-connections between your campus course and their field experiences?
   f. If you served also as a liaison, what special problems did you encounter from discussions with classroom teacher educators and others out in the schools regarding the conceptual integration of the CITE TE program?

Structured Interview Questions for Classroom Teacher Educators (sample)

Directions for administering:
- -individual interviews to be conducted by Project Evaluation Staff
- -two groups to be selectively sampled on 100% (target) basis:
  - (1) Year 1 design team CTEs still participating in CITE Project (this group represents maximum project collaboration and ownership)
  - (2) CTEs who have received peer coaching and effective teaching training as part of their own district staff development program (this group represents maximum project content knowledge)
- -interviews to be audiotaped
- -interviews to be conducted near the end of winter 1988 semester
- -use probing questions & ask for specifics as appropriate
- -emphasize that the interview questions focus on their opinions, experiences, and perceptions of the CITE Project
- -approximately 30 - 45 minutes needed to administer

---

1. Understanding of the CITE Project Innovation
   a. How would you explain to a friend in another school what the CITE Project is all about? What are its essential features?
   b. What should be the expected student outcomes for a CITE student because of participating in the project? [compared to other teacher preparation programs]
   c. If you were involved in years 1 or 2, how would you say that the CITE Project has changed since then?

2. Perceptions & Experiences with Campus - Field TE Program Collaboration:
   a. What can the campus part of the TE program contribute most to a CITE student's learning? what can the field part of the TE program contribute most?
   b. What problems can occur in campus - field TE program collaboration?
   c. What have been the actual benefits for the university and the EMU professors due to this CITE Project collaboration? What have been the actual costs and difficulties occurring for them?
   d. What have been the actual benefits for the school districts, the classroom teacher educators, and other people there due to this CITE Project collaboration? What have been the actual costs and difficulties occurring for them?
   e. What suggestions do you have for strengthening campus - field TE program collaboration in the future?

3. Perceptions & Experiences with the Use of Research in TE Programs:
   a. How can educational research be useful to a classroom teacher? How can it be useful in a teacher education program?
   b. How can using educational research in the classroom be problematic? How can it be problematic to use it in a teacher education program?
   c. What has been the extent of your own participation in any educational research efforts other than CITE?
   d. What professional journals do you read at least semi-regularly?

4. Perceptions & Experiences with the Use of Field Experience in TE Program:
   a. What previous experience have you had in working as a classroom teacher educator? [number of years? kinds of roles?]
   b. How did the EMU student's presence in your classroom influence what or how you taught your classroom pupils?
   c. How did the CITE field experience influence your EMU student's...
      (1) pedagogical knowledge?
      (2) teaching performance?
      (3) attitudes?
      (4) reflective thinking habits?
   d. What did the EMU students seem to be learning from the CITE field experience that was problematic or negative?

5. Conceptual Integration Across TE Program
   a. What links do you see among the ideas or concepts taught in the three CITE campus courses? [ask for a few examples]
   b. What did you do in your own classroom teaching and/or discussion of field experience assignments to help your CITE student see and understand the inner-connections among the three CITE courses they were taking on campus?
   c. What did you do in your own classroom teaching and/or discussion of field experience assignments to help your CITE student see and understand the inner-connections between their campus courses and their field experience with you?
   d. As you talked with the Project liaison and other CITE Project classroom teacher educators, what special problems were occurring out in the schools regarding the conceptual integration of the CITE TE program?

6. Examples of Pegagogical Thinking by the CITE Student & the CTE
   a. Select one of the CITE field experience assignments and "think aloud" for me about how you would carry it out yourself. What would you think about as you were doing it in your school situation?
   b. What differences did you notice existing between your pedagogical thinking as a experienced teacher and that of your CITE student who is just learning to be a teacher? [ask for a few examples]
   c. Select a field experience incident in which your CITE student was floundering or puzzled. From your perspective, why was the student having difficulty? What could you say or do to help the CITE student learn from this experience?

Structured Interview Questions for Project Administrators

Directions for administering:

- -individual interviews to be conducted by project evaluator
- -complete (100%) sample to be used
- -interviews to be audiotaped
- -interviews to be conducted near the end of each semester except Project Director who is to be interviewed monthly
- -use probing questions & ask for specifics as appropriate
- -approximately 30 - 45 minutes needed to administer

Project Director---Georgea M. Sparks

1. Understanding of the CITE Project Innovation
   a. How would you explain to a friend at another university what the CITE Project is all about? What are its essential features?
   b. What should a CITE student be like/have developed that a non-CITE student at EMU wouldn't?
   c. How would you say that the CITE Project has changed from years 1 & 2 compared to this year? How has it changed from last semester to this one?

2. Formative Evaluation of Progress Toward Achievement of Project Goals:
   a. What have been your particular project goals during this semester? during this month?
   b. To what extent have these goals been achieved? What compromises occurred? What problems occurred?
   c. What are your project goals for next semester? for next month? for next year?

3. Summary of What is Being Learned:
   a. Talk about what you are learning about ...
      (1) campus-field collaboration in the design and implementation of TE programs.
      (2) use of research in TE programs.
      (3) use of field experience in TE programs.
      (4) conceptual integration across TE program courses and campus-field components.
      (5) faculty development and program change efforts.
      (6) management of such a research and development project.
      (7) institutionalization of such an innovation.
   b. What new issues and questions now seem important with respect to the above topic areas? [repeat topics 1 - 7 above]

Project Administrator---Marvin Pasch

1. Understanding of the CITE Project Innovation
   a. How would you explain to a friend at another university what the CITE Project is all about? What are its essential features?
   b. What should a CITE student be like/have developed that a non-CITE student at EMU wouldn't?
   c. How would you say that the CITE Project has changed from years 1 & 2 compared to this year? How has it changed from last semester to this one?

2. Formative Evaluation of Progress Toward Achievement of Project Goals:
   a. What have been the particular project goals during this semester? during this month?
   b. To what extent have these goals been achieved? What compromises occurred? What problems occurred?
   c. What are the project goals for next semester? for next month? for next year?

3. Summary of What is Being Learned:
   a. Talk about what you are learning about ...
      (1) campus-field collaboration in the design and implementation of TE programs.
      (2) use of research in TE programs.
      (3) use of field experience in TE programs.
      (4) conceptual integration across TE program courses and campus-field components.
      (5) faculty development and TE program change efforts.
      (6) management of such a research and development project.
      (7) institutionalization of such an innovation.
   b. What new issues and questions now seem important with respect to the above topic areas? [repeat topics 1 - 7 above]

Project Coordinator---Marifran Brown (1986-87)
Amy B. Colton (1987-88)

1. Understanding of the CITE Project Innovation
   a. How would you explain to a friend at another university what the CITE Project is all about? What are its essential features?
   b. What should a CITE student be like/have developed that a non-CITE student at EMU wouldn't?
   c. How would you say that the CITE Project has changed from years 1 & 2 compared to this year? How has it changed from last semester to this one?

2. Formative Evaluation of Progress Toward Achievement of Project Goals:
   a. What have been the particular project goals during this semester? during this month?
   b. To what extent have these goals been achieved? What compromises occurred? What problems occurred?
   c. What are the project goals for next semester? for next month? for next year?

3. Summary of What is Being Learned:
   a. Talk about what you are learning about ...
      (1) campus-field collaboration in the design and implementation of TE programs.
      (2) use of research in TE programs.
      (3) use of field experience in TE programs.
      (4) conceptual integration across TE program courses and campus-field components.
      (5) faculty development and TE program change efforts.
      (6) management of such a research and development project.
      (7) institutionalization of such an innovation.
   b. What new issues and questions now seem important with respect to the above topic areas? [repeat topics 1 - 7 above]

Student Questionnaire

Directions for administering:
- -complete (100%) sample to be used
- -questionnaires to be distributed by Project Coordinator and completed at the end of each semester in the curriculum course sections
- -approximately 15 - 20 minutes needed to administer

PLEASE HELP US LEARN MORE ABOUT YOUR EXPERIENCE IN THE CITE PROJECT BY THOUGHTFULLY AND HONESTLY ANSWERING THE QUESTIONS BELOW. YOUR SPECIFIC ANSWERS WILL BE KEPT CONFIDENTIAL FROM BOTH YOUR COURSE INSTRUCTORS AND CLASSROOM TEACHER EDUCATOR. THANK YOU!!

Name:_____ Semester:_____

Field experience teacher's name:_____
School District:_____ School Building:_____

****

(1) On the average, how much time did you spend talking with your field experience teacher per visit to the school? How much time did you wish that you could have talked to her/him? Check one answer in each column.

	actual time	what I would have preferred
A. average # of minutes during the mini-unit teaching week	( ) 0-15	( ) 0-15
	( ) 16-30	( ) 16-30
	( ) 31-45	( ) 31-45
	( ) 46 +	( ) 46 +
B. average # of minutes during the rest of the semester	( ) 0-15	( ) 0-15
	( ) 16-30	( ) 16-30
	( ) 31-45	( ) 31-45
	( ) 46 +	( ) 46 +

C. any comments?

(2) A. How satisfied were you with the quality of interaction you had with your field experience teacher? Circle one number.

extremely unsatisfied ... extremely satisfied

--------1--------2-------3--------4--------5-------6--------

2-B. any comments?

③-A. Would you recommend that your field experience teacher be included in the CITE Project next semester? Circle one answer.

yes no not sure

3-B. any comments?

④ For each CITE course, identify which two assignments made by your professors were most valuable in terms of your own learning as a prospective teacher? Explain briefly what you learned from each. [do not include the mini-unit teaching week assignment]

EDP 340-Measurement & Evaluation course;

A. -name of the assignment:_____
-what I learned:

B. -name of the assignment:_____
-what I learned:

SFC 328-Social Aspects of Teaching course;

C. -name of the assignment:_____
-what I learned:

D. -name of the assignment:_____
-what I learned:

CUR 304/305-Curriculum & Methods course;

E. -name of the assignment:_____
-what I learned:

F. -name of the assignment:_____
-what I learned:

⑤-A. How well did the topics/concepts from your 3 CITE courses relate to each other? Circle one number.

extremely unrelated						extremely interrelated
1	2	3	4	5	6	

5-B. any comments?

5-C. How well did the topics/concepts from your 3 CITE courses relate to what you saw and did in your field experience school and classroom? Circle one number.

extremely unrelated						extremely interrelated
1	2	3	4	5	6	

5-D. any comments?

⑥ Please indicate your degree of satisfaction with the following aspects of your participation in the CITE Project. Circle one number for each item.

	extremely dissatisfied					extremely satisfied
	1	2	3	4	5	6
A. overall quality of your three CITE campus courses	1	2	3	4	5	6
B. overall quality of your CITE field experience placement	1	2	3	4	5	6
C. clarity of communication from CITE staff regarding your participation in the project	1	2	3	4	5	6
D. clarity of assigned pre-student teaching activities (in pink/blue/yellow booklet)	1	2	3	4	5	6
E. quality of instruction/support/guidance from your campus professors in preparing your mini-unit lessons	1	2	3	4	5	6
F. quality of instruction/support/guidance from your classroom teacher educator (CTE) in preparing your mini-unit lessons	1	2	3	4	5	6
G. level of shared purpose and focus among people involved in your CITE campus courses and the field experience	1	2	3	4	5	6

⑦ What have been the main benefits for you personally of participating in the CITE Project? Explain briefly.

(8) What do you see as the major strengths of the CITE Project? Explain briefly.

(9) What do you see as the major weaknesses of the CITE Project? Explain briefly.

(10) When you were preparing and implementing your mini-unit lesson, what topics do you wish that you had known more about? Explain briefly.

(11) Overall, how do you feel about your participation in the CITE Project? Circle one number.

extremely dissatisfied					extremely satisfied
1	2	3	4	5	6

THANK YOU AGAIN FOR YOUR TIME & COOPERATION

IN ANSWERING THESE QUESTIONS!!

Campus Professors/Liaisons Questionnaire

Directions for administering:
- -complete (100%) sample to be used
- -questionnaires to be distributed by Project Coordinator and completed at the end of each semester
- -approximately 10 - 15 minutes needed to administer

PLEASE HELP US LEARN MORE ABOUT YOUR EXPERIENCE IN THE CITE PROJECT BY THOUGHTFULLY AND HONESTLY ANSWERING THE QUESTIONS BELOW. YOUR SPECIFIC ANSWERS WILL HELP US TO IMPROVE WHAT OCCURS IN TEACHER PREPARATION PROGRAMS SUCH AS THE CITE PROJECT. AS A KEY PARTICIPANT IN THE PROJECT, YOUR PERSPECTIVES ARE VERY IMPORTANT. THANK YOU FOR RESPONDING!!

Semester:_____ Year:_____

Are you also a liason to one of the participanting school districts? Circle one answer: yes no

Semesters in which you have participated in the CITE Project (circle all that apply):

Year 1	Year 2	Year 3:
Fall 1985	Fall 1986	Fall 1987
Winter 1986	Winter 1987	Winter 1988

****

SCHOOL DISTRICT - UNIVERSITY COLLABORATION IN THE CITE TEACHER EDUCATION PROGRAM:

① To what extent do you think each of these groups listed below has benefitted from participating in the CITE Project? Circle a number for each group.

	has not benefitted 1	2	3	4	5	has benefitted enormously 6
A. EMU teacher education program	1	2	3	4	5	6
B. EMU faculty in teacher education (you)	1	2	3	4	5	6
C. CITE Project (university) students	1	2	3	4	5	6
D. Classroom Teacher Educators (CTEs)	1	2	3	4	5	6
E. classroom pupils in school district	1	2	3	4	5	6
F. public school districts	1	2	3	4	5	6

② Please indicate the relative influence you think you've had on your CITE Project students' learning this semester.
Divide 100% to show the relative balance of influence between you and that of the Classroom Teacher Educators.

My % of influence as university professor - _____ %
% of influence by Classroom Teacher Educators - _____ %
total - 100 %

③ Please rate the amount and quality of collaboration occurring this semester between the university faculty, the CITE Project leadership, and the Classroom Teacher Educators in the public school settings. ("We" refers to the EMU Teacher Education Department faculty working on the CITE Project.)

	strongly disagree					strongly agree
A. We/I frequently took initiative to provide input to the Project leadership.	1	2	3	4	5	6
B. Our/my input has been actively sought by the Project leadership.	1	2	3	4	5	6
C. I believe our/my input has been taken seriously by the Project leadership.	1	2	3	4	5	6
D. We/I had frequent opportunity to communicate with the Classroom Teacher Educators (CTEs).	1	2	3	4	5	6
E. Our/my communication with the Classroom Teacher Educators has been very satisfactory.	1	2	3	4	5	6
F. On an overall basis, I am very satisfied with the CITE Project collaboration.	1	2	3	4	5	6

GENERAL ISSUES CONCERNING THE CITE PROJECT

④ In your opinion, what was the most satisfying aspect of your participation in the CITE Project? Briefly explain.

⑤ In your opinion, what was the least satisfying aspect of your participation in the CITE Project? Briefly explain.

⑥ Overall, how do you feel about your participation in the CITE Project? Circle one number.

extremely dissatisfied 1 2 3 4 5 6 extremely satisfied

THANK YOU AGAIN FOR YOUR TIME & COOPERATION
IN ANSWERING THESE QUESTIONS!!

Classroom Teacher Educator Questionnaire

Directions for administering:

- **-complete (100%) sample to be used**
- **-questionnaires to be distributed by Project Liasons with self-addressed, stamped envelope at the end of each semester**
- **-approximately 15 - 20 minutes needed to complete**

PLEASE HELP US LEARN MORE ABOUT YOUR EXPERIENCE IN THE CITE PROJECT BY THOUGHTFULLY AND HONESTLY ANSWERING THE QUESTIONS BELOW. YOUR SPECIFIC ANSWERS WILL HELP US TO IMPROVE WHAT OCCURS IN TEACHER PREPARATION PROGRAMS SUCH AS THE CITE PROJECT. AS A KEY PARTICIPANT IN THE PROJECT, YOUR PERSPECTIVES ARE VERY IMPORTANT. THANK YOU FOR RESPONDING!!

Name:_____ Semester:_____
School Building:_____ School District:_____
How many years have you been a classroom teacher (including this year)? _____

Indicate below with a check how much staff development or graduate class exposure you've had in each of the indicated topic areas:

	none	aware-ness	10 - 20 hours	more than 20 hrs.
peer observation/coaching	( )	( )	( )	( )
classroom action research	( )	( )	( )	( )
M. Hunter effective teaching	( )	( )	( )	( )
cultural aspects of educ.	( )	( )	( )	( )
classroom measurement/eval.	( )	( )	( )	( )

Semesters in which you have participated in the CITE Project (circle all that apply):

Year 1	Year 2	Year 3:
Fall 1985	Fall 1986	Fall 1987
Winter 1986	Winter 1987	Winter 1988

****

SCHOOL DISTRICT - UNIVERSITY COLLABORATION IN THE CITE TEACHER EDUCATION PROGRAM:

1) To what extent do you think each of these groups listed below has benefitted from participating in the CITE Project? Circle a number for each group.

	has not benefitted 1	2	3	4	5	has benefitted enormously 6
A. EMU teacher education program	1	2	3	4	5	6
B. EMU faculty in teacher education	1	2	3	4	5	6
C. CITE Project (university) students	1	2	3	4	5	6
D. Classroom Teacher Educators (you)	1	2	3	4	5	6
E. classroom pupils in school district	1	2	3	4	5	6
F. public school districts	1	2	3	4	5	6

(2) Please indicate the relative influence you think you've had on your CITE Project students' learning this semester.
Divide 100% to show the relative balance of influence between you and that of the Classroom Teacher Educators.

My % of influence as Classroom Teacher Educator- _____ %
% of influence by university professors - _____ %
total - 100 %

(3) Please rate the amount and quality of collaboration occurring this semester between the university faculty, the CITE Project leadership, and the Classroom Teacher Educators in the public school settings. ("We" refers to the general group of Classroom Teacher Educators from the school districts involved in the CITE Project.)

	strongly disagree 1	2	3	4	5	strongly agree 6
A. We/I frequently took initiative to provide input to the Project leadership.	1	2	3	4	5	6
B. Our/my input has been actively sought by the Project leadership.	1	2	3	4	5	6
C. I believe our/my input has been taken seriously by the Project leadership.	1	2	3	4	5	6
D. We/I had frequent opportunity to communicate with the university faculty.	1	2	3	4	5	6
E. Our/my communication with the university faculty has been very satisfactory.	1	2	3	4	5	6
F. On an overall basis, I am very satisfied with the CITE Project collaboration.	1	2	3	4	5	6

USE OF FIELD EXPERIENCE IN THE CITE TEACHER EDUCATION PROJECT:

(4) Based on what your CITE student said and did during her/his field experience time in your classroom, in what ways does she/he seem to be...
A. especially well prepared by the CITE Program campus courses in the areas of curriculum/instruction, social/cultural foundations, and measurement/evaluation?

B. especially poorly prepared by the CITE Program campus courses in these same areas?

⑤A. Outside of scheduling changes, how much (if at all) did you change what or how you taught pupils in your classroom because of the presence or influence of your CITE student? Circle one response.

no changes many changes
--------1--------2-------3--------4--------5-------6--------

5-B. If you made some changes, what specifically did you change? Briefly explain. Check here (_____) if you did not make any changes.

5-C. If you made some changes, how do/did you feel about making these changes? Circle one number. Check here (_____) if you did not make any changes.

extremely extremely
unsatisfied satisfied
--------1--------2-------3--------4--------5-------6--------

⑥ During your CITE student's field experience time, to what extend was it possible to informally chat or conference with her/him about classroom matters and CITE field experience assignments? Check one answer in each column.

	actual time	what I would have preferred
A. average # of minutes during the mini-unit teaching week	( ) 0-15	( ) 0-15
	( ) 16-30	( ) 16-30
	( ) 31-45	( ) 31-45
	( ) 46 +	( ) 46 +
B. average # of minutes during the rest of the semester	( ) 0-15	( ) 0-15
	( ) 16-30	( ) 16-30
	( ) 31-45	( ) 31-45
	( ) 46 +	( ) 46 +

C. If you and/or your CITE student wanted more time to conference, what would be a practical and acceptable way (to you) for that to be arranged?

⑦ What three topics did you talk most about during such chats or conferences...

A. During the mini-unit teaching week?
1-
2-
3-

B. During the rest of the semester?
1-
2-
3-

(8) For each CITE course, identify which two assignments made by campus professors appeared to be most valuable in terms of your CITE student's own learning as a prospective teacher? Explain briefly what you think she/he learned from each. [do not include the mini-unit teaching week assignment]

EDP 340-Measurement & Evaluation course:

A. -name of the assignment:_____
   -what she/he learned:

B. -name of the assignment:_____
   -what she/he learned:

SFC 328-Social Aspects of Teaching course:

C. -name of the assignment:_____
   -what she/he learned:

D. -name of the assignment:_____
   -what she/he learned:

CUR 304/305-Curriculum & Methods course:

E. -name of the assignment:_____
   -what she/he learned:

F. -name of the assignment:_____
   -what she/he learned:

GENERAL ISSUES CONCERNING THE CITE PROJECT:

(9) In your opinion, what was the most satisfying aspect of your participation in the CITE Project? Briefly explain.

(10) In your opinion, what was the least satisfying aspect of your participation in the CITE Project? Briefly explain.

(11) Overall, how do you feel about your participation in the CITE Project? Circle one number.

extremely dissatisfied						extremely satisfied
1	2	3	4	5	6	

THANK YOU AGAIN FOR YOUR TIME & COOPERATION

IN ANSWERING THESE QUESTIONS!!

CITE Student Mini-unit Lessons "Think Aloud" Journal

Name_____ Semester_____

Lesson (circle one) # 1 , # 2 , # 3 , # 4 , # 5 within Teaching Week Mini-unit
Grade level/Subject area_____

Name of Cooperating Teacher_____
School District_____ School building_____

RATIONALE: One way to study teaching is to focus on the teacher's thinking processes before, during, and after instruction. Analyzing what teachers think about and what the sources of these ideas are has been fruitful both for teachers themselves and for researchers.

In this case, we are interested in your thinking as you plan, implement, and assess your mini-unit lessons. In fact, at this point of your pre-student teaching preparation as a teacher, we are not particularly interested in evaluating your initial teaching performances with actual pupils. Rather, we are interested in how you think about such teaching experiences.

In this case, early field experience such as occurs in the CITE Project is regarded as an opportunity for you to further understand, apply, and experiment with concepts you have learned in your campus courses and vice versa. For this reason, the types of teacher thinking processes that occur in your mind are a central focus of the CITE Student "Think Aloud" Journal entries to be made during the end-of-semester teaching week.

Your answers will not be part of your course grades. They are being analyzed as part of the CITE research project.

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DIRECTIONS: Please complete the following 4-page set of journal worksheets for each day's lessons thoughtfully and completely. Have it represent your best effort to demonstrate what you have learned in your CITE campus courses and field experience.

Attach a copy of your daily lesson plan with all the comments on it to each day's set of journal worksheets. Enclose a copy of any pupil assignments made during the set of mini-unit lessons and any other relevant paperwork in your manila envelope at the conclusion of the teaching week. Give it to the CITE Project Coordinator who will come to your last curriculum class session.

WORKSHEET # 1---LESSON PLANNING (do immediately after planning)
WORKSHEET # 2---INTERACTIVE THINKING (do immediately after teaching)
WORKSHEET # 3---COOPERATING TEACHER CONFERENCE (do immediately after talking).
WORKSHEET # 4---LESSON ASSESSMENT & RE-DESIGN (do immediately before planning next lesson)

WORKSHEET # 1---Lesson Planning
(3/87; revised 7/87)

DIRECTIONS: Complete the following information for up to a maximum of four specific ideas. The ideas can be simple or profound, large or small, from one course or cut across various CITE campus courses and your field experience. These ideas should relate to your decisions made during the planning phase about what to teach, why to teach it, or how to teach what you intend in your lesson. If you cannot think of four ideas, that is alright.

GENERAL FOCUS: WHAT IDEAS, CONCEPTS, TOPICS, SKILLS, OR ATTITUDES (IF ANY) FROM YOUR CITE TEACHER EDUCATION EXPERIENCE WERE YOU CONSCIOUS OF USING WHEN PLANNING YOUR MINI-UNIT LESSON FOR TODAY?

IDEA # 1.
1-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using.

1-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

1-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

1-D. Briefly explain how this idea, etc. was used in planning your lesson.

IDEA # 2.
2-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using.

2-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

2-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

2-D. Briefly explain how this idea, etc. was used in planning your lesson.

---turn page over---

GENERAL FOCUS: WHAT IDEAS, CONCEPTS, TOPICS, SKILLS, OR ATTITUDES (IF ANY) FROM YOUR CITE TEACHER EDUCATION EXPERIENCE WERE YOU CONSCIOUS OF USING WHEN PLANNING YOUR MINI-UNIT LESSON FOR TODAY?

IDEA # 3.

3-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using.

3-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

3-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

3-D. Briefly explain how this idea, etc. was used in planning your lesson.

IDEA # 4.

4-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using.

4-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

4-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

4-D. Briefly explain how this idea, etc. was used in planning your lesson.

WORKSHEET # 2---Interactive Thinking
(3/87; revised 7/87)

DIRECTIONS: Complete the following information for up to a maximum of two specific ideas. The ideas can be simple or profound, large or small, from one course or cut across various CITE campus courses and your field experience. These ideas should relate to any decisions you were aware of making "on your feet" so-to-speak which represent totally new thoughts or which could be considered adjustments to your original lesson plan. If you cannot think of two ideas, that is alright.

GENERAL FOCUS: WHAT IDEAS, CONCEPTS, TOPICS, SKILLS, OR ATTITUDES (IF ANY) FROM YOUR CITE TEACHER EDUCATION EXPERIENCE WERE YOU CONSCIOUS OF USING WHILE ACTUALLY PRESENTING YOUR MINI-UNIT LESSON FOR TODAY?

IDEA # 1.

1-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you were conscious of using.

1-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

1-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

1-D. Briefly explain how this idea, etc. was used in implementing your lesson.

IDEA # 2.

2-A. Identify the specific idea, concept, topic, skill, or attitude from your teacher education experience which you were conscious of using.

2-B. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

2-C. What do you know about the pupils in your classroom which influenced your choice of this idea, etc.?

2-D. Briefly explain how this idea, etc. was used in implementing your lesson.

CITE STUDENT MINI-UNIT LESSONS "THINK ALOUD" JOURNAL
WORKSHEET # 3---Conference with Cooperating Teacher
(3/87; revised 7/87)

DIRECTIONS: Answer the following questions about the influence of your cooperating teacher in preparing, implementing, and de-briefing your mini-unit lesson today.

1. How many minutes did you and your cooperating teacher talk specifically about your lesson (a) before you taught it (include time today and before today), and (b) after you taught it today?

A. before teaching it	B. after teaching it
( ) 0-15	( ) 0-15
( ) 16-30	( ) 16-30
( ) 31-45	( ) 31-45
( ) 46 +	( ) 46 +

2. How satisfied were you with the interaction you had with your field experience teacher regarding today's mini-unit lesson? Circle one number.

extremely unsatisfied ---1---2---3---4---5---6--- extremely satisfied

2-A. quantity of interaction? 1 2 3 4 5 6
any comments?

2-B. quality of interaction 1 2 3 4 5 6
any comments?

---turn the page over---

3. From your perspective, what were the two most helpful things your cooperating teacher did or said which influenced today's lesson and your thinking as a teacher? Explain each one briefly.

HELPFUL THING # 1.
3-A. Identify the helpful thing your cooperating teacher said or did:

3-B. Had you ever heard or seen this helpful thing before today? Identify any previous source(s) of this idea or action (circle one or more):
SRD 328 CUR 304/305 EDP 340 Other_____

3-C. What do you know about the pupils in your classroom which influenced your cooperating teacher to offer this idea or action to you as as help?

HELPFUL THING # 2.
3-A. Identify the helpful thing your cooperating teacher said or did:

3-B. Had you ever heard or seen this helpful thing before today? Identify any previous source(s) of this idea or action (circle one or more):
SRD 328 CUR 304/305 EDP 340 Other_____

3-C. What do you know about the pupils in your classroom which influenced your cooperating teacher to offer this idea or action to you as help?

WORKSHEET # 4---Lesson Assessment & Re-design
(3/87; revised 7/87)

DIRECTIONS: Now that you have taught and de-briefed your lesson with your cooperating teacher, focus on how what you have learned about teaching, subject matter, pupils, yourself, and the classroom/school situation from this experience. Think about how you could re-design the lesson to make it an even better one to use next time. Our focus here is on your thinking about how you could change the lesson if you had the chance to re-teach it soon.

Identify a maximum of two specific ideas and explain them below. The ideas can be simple or profound, large or small, from one course or cut across various CITE campus courses and your field experience. These ideas should relate to your post-teaching lesson analysis and re-design of it for the same field experience setting. If you cannot think of two ideas, that is alright.

GENERAL FOCUS: WHAT IDEAS, CONCEPTS, TOPICS, SKILLS, OR ATTITUDES (IF ANY) FROM YOUR CITE TEACHER EDUCATION EXPERIENCE WERE YOU CONSCIOUS OF USING WHEN ASSESSING AND RE-DESIGNING YOUR MINI-UNIT LESSON FOR TODAY?

REVISION # 1.

1-A. Identify the specific aspect of the lesson you would change. What occurred/didn't occur which you would like to change?

1-B. What idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using when you make such a lesson revision?

1-C. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

1-D. What do you know about the pupils in your classroom which influenced your choice of this revision?

1-E. Briefly explain what this new lesson revision would "look like".

---turn the page over---

WORKSHEET # 4---Lesson Assessment & Re-design (page 2)

GENERAL FOCUS: WHAT IDEAS, CONCEPTS, TOPICS, SKILLS, OR ATTITUDES (IF ANY) FROM YOUR CITE TEACHER EDUCATION EXPERIENCE WERE YOU CONSCIOUS OF USING WHEN ASSESSING AND RE-DESIGNING YOUR MINI-UNIT LESSON FOR TODAY?

REVISION # 2.

2-A. Identify the specific aspect of the lesson you would change. What occurred/didn't occur which you would like to change?

2-B. What idea, concept, topic, skill, or attitude from your teacher education experience which you are conscious of using when you make such a lesson revision?

2-C. Identify the source(s) of this idea, etc. (circle one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

2-D. What do you know about the pupils in your classroom which influenced your choice of this revision?

2-E. Briefly explain what this new lesson revision would "look like".

STUDENT CRITICAL INCIDENTS "THINK ALOUD" INTERVIEW
(7/87)

Directions for administering:
- -individual interviews to be conducted by project evaluation staff
- -Fall 1987 sampling to include 12 students (2 strong, average, & weak students nominated by each professor from the elementary and the secondary level curriculum courses); Winter 1988 complete (100%) sample to be used
- -interviews to be audiotaped
- -interviews to be conducted at the end of each semester after the teaching week has been completed
- -use probing questions & ask for specifics as appropriate
- -approximately 10 - 15 minutes needed to administer

Have the student read before hand & answer any questions which occur:

One way to study teaching is to focus on the teacher's thinking processes before, during, and after instruction. Analyzing what teachers think about and what the sources of these ideas are has been fruitful both for teachers themselves and for researchers.

In this case, we are interested in your thinking at the conclusion of your campus courses and field experience this semester. As we have said to you before, at this point of your pre-student teaching preparation as a teacher, we are not particularly interested in evaluating your initial teaching performances with actual pupils. Rather, we are interested in how you think about concepts, issues, and experiences related to classroom teaching.

In this case, early field experience such as occurs in the CITE Project is regarded as an opportunity for you to further understand, apply, and experiment with concepts you have learned in your campus courses and vice versa. For this reason, the types of teacher thinking processes that occur in your mind are a central focus of this CITE Student Critical Incident "Think Aloud" Interview being conducted after the end-of-semester teaching week.

Your answers will not be part of your course grades. They are being analyzed as part of the CITE research project.

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---turn the page over & turn on the tape recorder---

1. Student Identification:

1-A. Name?
1-B. Student number?
1-C. Current date (of interview), semester, and year?
1-D. Grade level/subject area of field experience site?
1-E. Name of school district?
1-F. Name of school building?
1-G. Name of cooperating teacher?

2. On a scale from zero to twenty (complete), to what degree do you believe that you've learned all that was contained in your campus courses and field experience?

3. Think of a particularly excellent moment or incident of effective teaching which you can remember from your field experience situation or your campus courses. It does not matter if you were involved in the incident or observed it from a distance.

3-A. Describe briefly what was occurring in this very positive incident.

3-B. What ideas, concepts, topics, skills, or attitudes from your teacher education campus courses and field experience can you identify as being demonstrated in this incident? The ideas can be simple or profound, large or small, from one course or cut across various CITE campus courses and your field experience.

3-C. Identify the source(s) of this idea, etc. (specify one or more):
SRD 328 CUR 304/305 EDP 340 Cooperating Teacher Other_____

3-D. Why do you believe that this is such a particularly excellent teaching incident?

4. REPEAT QUESTIONS 4-A THROUGH 4-D FOR AN INCIDENT WHICH THE STUDENT IDENTIFIES AS ONE OF ESPECIALLY POOR OR WEAK TEACHING. [If the student cannot think of such a poor incident, ask for an average one.]